

**MEAP**

**MICHIGAN  
EDUCATIONAL  
ASSESSMENT  
PROGRAM**

**Grade 7  
Writing**

**Part 1: Writing from Knowledge  
and Experience**

**Score Point 5 (of 6)**

*Released Items  
Winter 2004*

**PART 1**

**WRITING FROM KNOWLEDGE AND EXPERIENCE**

**WRITE ABOUT THE THEME:**

**TAKING CREATIVE RISKS**

Often, a great idea or great success starts with someone asking the question “Why not?” and continues with creative thinking and taking action.

Do **ONLY ONE** of the following:

tell about a time when you or someone you know had a creative idea  
that may or may not have worked out

**OR**

describe how someone overcame obstacles or stood up against criticism to carry out a creative idea

**OR**

explain how someone came up with a creative solution to a problem and acted on it

**OR**

tell about a time when someone may NOT have chosen to take a creative or personal risk

**OR**

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

**When you are ready, you may begin your draft.**

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Page 10 contains the rubric used by readers to score your writing. Nothing written in this booklet will be scored. Your final copy must be written in Part 1 of your **Answer Folder** starting on page 1.

**Michigan Educational Assessment Program**  
**Grade 7 English Language Arts**  
**Holistic Scorepoint Descriptions**  
**Part 1: Writing from Knowledge and Experience**

Here is an explanation of what readers think about as they score your writing.

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language, including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A** off topic
- B** illegible
- C** written in a language other than English
- D** blank/refused to respond

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I have taken a Creative risk before. Once, when I was with my Aunt S, we went to Seader point. It was the summer of '97. I wanted to go on all the rollercoasters, even though I had never ridden one. So my Aunt S took me on the magnum. It was the ultimate drop in Seader point, at the time. I took a couple of risks on that ride. My first risk was even getting on the Coaster. Then it started going up. That was the most extreme part. It went up slowly making me think what it was going to be like. I had to take a risk then because I was afraid of heights. It was so scary. I was going through loops & tunnels. and I had no idea what to do. After the ride I was in shock. My Aunt S jokingly asked if

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I wanted to go on it again. I said "No!"

And then last summer I went to the amusement park "Six Flags." There was a lot of roller coasters and rides. I didn't want to go on any of them because I remembered how breathtaking it was when I went on the Magnum. But, eventually, my Aunt S managed to talk me into going on one. It was called the "Batman." Even though it sounds like a childish ride it was gigantic. There was at least 4 loops and at the least 5 or 6 stories high. When I was waiting in line I was so uneasy. I was so tempted to just get out of line and run. Everytime the line moved up my stomach dropped further and further. Then we finally got there! I was definitely taking a creative risk by trying to overcome my anxiety of

ENGLISH LANGUAGE ARTS: PART 1  
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Roller Coasters. My Uncle R was with me. He loves roller Coasters. When I got on I kept say to myself "I want to get off, I want to get off... ect." That was a risk because I could have just yelled down and told them to stop. Instead I just kept going. And when it dropped it turned out to be very exhilarating! It was so fun. My favorite part was the loops, where you went upside down. I had conquered my fears of roller coasters by taking a creative risk. I ended up riding every roller coast at the theme park. Now I love roller Coasters and I am glad I took that risk.

Score Point: 5

This response engages the reader concerning the creative risk this student took to overcome a fear of roller coasters. The content is clear and focused on explaining the fear and apprehension the student felt while waiting in line, describing how the rides looked, and ultimately conquering the fear. A competent command of language, as well as a consistent tone, helps move the reader through the text.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

## The Best On Wheels

I was number one. The best of the best, is what they called me. I had no idea that soon that would all change.

On a hot, August day, I was practicing basketball with my dad, getting ready for the season. I was on fire! I had gotten really good over the summer. I practiced every chance I got. Even skipping meals, just to get a few shots in. My skills were obviously improving because, for once, I was beating my dad. I had also grown over the summer and could, when I jumped, just barely touch the rim.

I was ahead by five, and decided to do a little showing off. I leaped up and slammed the ball in the net. Being my conceited self, I was too busy showing off to watch my landing. My left leg went straight, and my right



ENGLISH LANGUAGE ARTS: PART 1  
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leg bent, the wrong way, I shrieked in pain. My parents rushed me to the hospital. After I was examined, the horrible truth was clear to me now. No more basketball.

I couldn't move or say anything. It was like my whole world ended.

Surely no team wanted a handicap, wheelchair banned player.

For the next couple of weeks, I hid in my room, only coming out for meals. I was dreading going back to school. I didn't think I could stand all smiling faces, ready for basketball tryouts.

Everything was blurry until one day my dad said he had a surprise for me.

Normally I loved surprises, but I knew **no** that it was just another pointless effort to try and make me feel better.

I sighed, and as we drove to this "surprise place", I tried to act cheerful, but I'm afraid my dad could see the



ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

emptiness behind each fake smile.

As we arrived, I saw a strange sign. On it was a basketball and a wheelchair. A wheelchair? What could a wheel chair possibly have in common with a basketball? Then I heard it, the sound of a ball dribbling. How I missed that sound, I rushed ahead, and to my surprise, I found people playing basketball in wheelchairs! I was amazed. My eyes gleamed as I watched them wheel around the court. Maybe my life wasn't over! And from then on, I was once again the best. But this time, my name had a little twist on it. Now I was known as the best on wheels!

**Score Point: 5**

This response offers an engaging look at the thoughts and feelings of a rising basketball star handicapped by an injury. The organizational structure transitions from the exhilaration of improving skills, to the depression over the injury, and finally to the redemption of finding wheelchair basketball. Precise word choice, along with an effective use of tone, contributes to the effect of this response.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Would you try to make your dream a reality even if you knew criticism would follow. Jim Abbott made his dream happen. The former major league pitcher overcame adversity to have a successful career. He was a pitcher with something special about him.

Jim was born without a right hand. This made it seemingly impossible for him to play baseball. When Jim became a sports fan his parents tried to convince him to play another sport. "How about soccer" they would say. "It is a sport where you don't need your hands". It didn't work. Baseball was his sport.

How did he pitch? He placed his glove on his right arm. When Jim threw he slid his left hand

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

in his glove. He practised his craft by throwing a tennis ball against the side of his house.

Hitting home runs came natural to the pitcher in high school. He was powerful. Turning down the chance to play for the Toronto Blue Jays he went to the University of Michigan. The Flint native dreamed of going to Michigan. The overpowering collegian won 3 Big Ten player of the year awards. His curve was untrollable. Jim posted record. Winning the gold for the U.S.A in the olympics.

Jim was drafted by the California Angels with the 3rd pick in the 1988 draft. His first number was 97. With maximum effort and perseverance he made the team a number 5 starter. He became the 3rd player to skip the minors before he made the majors. A 14-14 rookie season showed he had a bright future.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

ahead of him. Unfortunately, he went on a steady decline. He was pounded like he was in a boxing match. Except for one game, As a Yankee in 1994 he threw his first and only no-hitter against the Cleveland Indians. He overpowered them like a moving train.

A resurgence as a White Sox in 1998 made it look like he was back. But after signing with the Braves he was 3-10 and retired from baseball. He retired after 10 successful years with the Angels, White Sox, Yankees, and Braves.

Abbott showed how powerful a dream is. He never gave up and was successful. His disabilities and criticism didn't stop him. I admire him for his determination and I know what it feels like. I

ENGLISH LANGUAGE ARTS: PART 1  
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Wish he could have been more  
successful but it makes a great  
story.

**Score Point: 5**

This engaging response follows the life of a baseball player who overcame his disability to make his dream happen. The organizational structure naturally transitions from him learning to play with only one hand to succeeding in high school, college, the Olympics, and finally, professional baseball. Word choice and command of language offer an inspiring tribute and prove the author's points regarding effort and perseverance. Better development of one or more of the examples would be needed for a score point of "6".